DOCUMENT RESUME

ED 213 030 CS 206 746

AUTHOR Koziol, Stephen M., Jr.
TITLE Written Composing. Communication Skills. PCRP Assessment Survey II.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE 82
NOTE 37p.; For related documents see CS 206 745-749.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Communication Skills; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Language Arts; *Program Evaluation; *School Surveys; *Self Evaluation (Individuals); Teacher Effectiveness; *Teacher Evaluation; *Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS Assessment Instruments

ABSTRACT

This packet is the second of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. This packet concerns written composition and is divided into ten sections as follows: (1) reaching for school improvement, (2) administering the teacher survey, (3) teacher response form, (4) the tabulation guide outline for the teacher response form, (5) tabulating responses from the teacher survey, (6) administering the student survey, (7) student response form, (8) administering the parent and administrator survey, (9) administrator response form, and (10) parent response form. (HOD)

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Communication Skills

PCRP ASSESSMENT SURVEY II

Written Composing

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By Stephen M. Koziol, Jr.
University of Pittsburgh
for the
Pennsylvania Department of Education

Winter 1982 Working Edition

CS206746

The Goals of Quality Education

This publication directly addresses the goal of communication skills.

The Planned Course

This assessment survey should assist those designing planned course in identifying objectives, content, expected levels of achievement and evaluation.

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Office of Basic Education
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Bureau of Curriculum and Instruction
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Division of Goals and Instruction
Helen A. McLain, Chief
John L. Meehan, Senior Program Adviser, Communication Arts
David T. Chestnut, Language Education Adviser
Thomas O. Mullikin, Language Education Adviser

Pennsylvania Department of Education
333 Market Street, P.O. Box 911
Harrisburg, PA 17108

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PREFACE

This is the second of five survey packets developed for the purpose of gathering accurate, detailed data about instruction in communication skills in a single classroom or course. These packets were designed for language arts teachers, English teachers and all other teachers engaged directly in teaching communication skills as well as for their students, the parents of their students, and their administrators.

The five PCRP assessment surveys parallel the critical experiences of PCRP:

Assessment Surveys*	PCRP
Survey I - Literature	Response to Literature
Survey II - Written Composing	Oral and Written Composing
Survey III - Oral Composing	
Survey IV - Language Proficiency Development	Investigating and Mastering Language Patterns.
Survey V - Sustained Silent Reading	Sustained Silent Reading

Before a new curriculum is developed or an old one revised, those involved should have knowledge of the current operational curriculum at their school or district. One way to obtain that knowledge is through assessment surveys which are comprehensive, but not prescriptive. These surveys must be designed in a way that those who take the time to answer them find personal benefit in the activity and are confident that the completed forms will yield accurate and beneficial information to curriculum planners. For the individual respondent, these surveys are a vehicle for reflection and learning - actively involving them in the reconstruction of their instructional program in order to know and understand it better. With an understanding of what they are doing, what their expectations for student learning are, and how in practice they define their area of instruction, they should be able to evaluate their instructional programs and plan improvements.

Although the surveys are vehicles for individual teachers to examine and reflect upon their own curriculum design and instructional strategies, they are also valuable tools for schools engaged in LONG RANGE PLANNING FOR SCHOOL IMPROVEMENT. If a school or district decides that its priority goal is communication skills, the use of these surveys with their staff can provide a base of data from which to proceed. Analysis of completed surveys should yield information concerning purposes, practices, emphases, use of materials, evaluation of students, and program support.

For further information about or assistance with these surveys, contact either of the following:

Pennsylvania Department of Education
c/o John L. Meehan
Box 911 - 333 Market Street
Harrisburg, PA 17108
Telephone: 717-783-3946

Dr. Stephen M. Koziol
4P24 Forbes Quadrangle
School of Education
University of Pittsburgh
Pittsburgh, PA 15260
Telephone: 412-624-1348

*Each of the surveys has four separate forms, each for different respondents: teachers, students, administrators and parents.

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This is a working document to be used by the Department with schools and school districts across the Commonwealth. It is subject to further evaluation and revision based upon the outcomes of implementation activities.

I. REACHING FOR SCHOOL IMPROVEMENT: THE PCRP ASSESSMENT SURVEYS

School Improvement is the major educational effort for the 80's in Pennsylvania. As part of that effort considerable attention has already been focused on the assessment of students' skills or competencies including such statewide efforts as Project 81 and the EQA. At primarily local levels, curriculum revision emphasizing the content of the curriculum is an ongoing process of change reflecting current perceptions of what is and is not important for students to learn. While both of these kinds of efforts have the potential to influence the general pattern of education that children receive, they ignore to a large extent the most immediate influence on students' school learning, the classroom situation, and the person who substantially determines what happens there, the teacher.

Anyone familiar with elementary or secondary school teaching quickly realizes that John Donne's famous assertion that, "No man is an island entire of itself;" hardly describes the daily professional reality for most classroom teachers. How often do teachers have people visit their classrooms with the primary purpose of helping them improve as teachers, that is, to help develop and refine their skills as a language arts or English teacher? If the situation is typical, the answer is, "Never!" This is not to say that teachers have not been "observed" or "evaluated" by someone, for certainly some form of regular teacher observation and evaluation seems to be part of the operating procedure in nearly every school district. But observation and evaluation procedures are substantively different from "supervisory" strategies aimed at teacher improvement. What then are the means for helping classroom teachers improve what and how they do in the classroom?

The availability of professional journals and texts as well as various professional conferences and workshops provides two very important kinds of resources for teachers interested in improving their work in the classroom. Hopefully, these will continue to exist especially as ways for teachers to expand their views about successful teaching approaches. Yet, reliance on these kinds of resources alone will not likely alter significantly either the overall quality of instruction or the pattern of instruction for individual teachers. To change anything sensibly requires more than an idea about and a commitment to a new practice or policy; it also requires an understanding of the practices and policies already in place, an understanding of what will be replaced in classroom procedures, and an understanding of what the "new" pattern of instruction will be. That is, it is nonsensical to believe that one can introduce something new into instruction without eliminating something that already existed or that introducing a new policy does not alter the overall pattern of instruction. Indeed, a prevailing dilemma for most teachers wanting to introduce some change in instruction is determining what to remove from the existing pattern, when to introduce the new practice, and for whom and how.

These latter kinds of determinations almost necessarily need to be made at a local level within a school, at a specific grade, or by the teacher within a particular class. To begin these determinations systematically, however, still requires an understanding of what already is in place, i.e., what the existing practices and policies are for the individual teacher or for all the language

arts and English teachers working with a particular grade level or at a particular school. A fundamental problem at this stage, however, is how to obtain a comprehensive view of current practices and policies in any class.

Operationally, there are two basic means for obtaining detailed information about classroom practices and policies: (1) from a skilled observer recording what happens, and (2) from the teacher directly through a self-report process. Historically, neither of these has been very successful. Direct observation is time consuming and very expensive, and both of these factors have limited the frequency with which this approach has been used and the overall meaningfulness of information obtained. Teacher self-report is more practical but suffers from consistently low reliability. That is, as carried out, the self-report process has generally shown that teachers are not very good at accurately describing what they do. It is important to note, however, that underlying both of these approaches is the lack of any comprehensive mechanism to observe or report practices and policies specific to the teaching of language arts or English. Observers have had to rely on general observational instruments such as the Flanders Interaction Analysis and teachers in the self-report process have usually been asked to characterize only their overall pattern of instruction rather than the specific practices and policies in particular classes.

It was with these problems clearly in mind that the Pennsylvania Department of Education began a project dealing with the delineation of practices and policies in communication skills instruction. Specifically, the intent was to have developed a set of self-appraisal instruments with which teachers and others involved with influencing the quality of communication skills instruction could examine systematically what they were doing as part of or in support of that instruction.

1. Selecting the Audience

One of the first decisions made was to develop separate instruments for each of four key audiences - the classroom teacher, students, school administrators, and parents.

As noted at the beginning of this section, sensible strategies for school improvement must begin with an understanding of what is already happening within individual classrooms. While the availability of materials, the existence of curricular goals, and the presence of competency tests as well as the attitudes and approaches taken by parents and administrators each can influence the overall nature and quality of instruction, it is the classroom teacher who plays the pivotal role in determining what kinds of learning opportunities will be available in the classroom.

While it is certainly true that communication skills teachers play the crucial role in determining what happens within the walls of their classrooms, it is also true that students, administrators, and parents can and probably ought to be supportive of teachers' instructional efforts.

The PCRP Assessment Surveys represent a direct effort to provide administrators and parents with a means to consider the extent to which they do or could play constructive roles in the Reading and Communication Arts Program in

their schools. The student surveys also represent a direct effort to provide communication skills teachers with means for validating their own perceptions.

Activities listed on the student response forms were carefully selected from the longer detailed teacher forms to represent a thorough sampling of the various categories in each critical experience domain. Students respond on the forms only in terms of the frequency with which the activity occurred in their class during the year.

Everyone views events and processes from particular points of view; at times, everyone sees what he/she wants to see not necessarily what is. The compatability of the teacher and student response forms (i.e., that they use the same type of response format and that the content on the student form is tied to that on the teacher form) enables teachers to validate their own perceptions about what is happening in their classrooms. When the teacher's perceptions of his/her classroom activities and students' perceptions of those behaviors are reasonably consistent, that teacher can be confident in the accuracy (or validity) of his/her self-perceptions. When those perceptions are drastically different, the validity of the teacher's or the students' perceptions becomes open to question. Lack of validation, however, does not mean that the teacher is doing something wrong. It means only that the teacher and the students differ considerably in their perceptions about what has been going on in the class and that further examination and reflection is needed.

Thus, although the teacher self-report instrument is by far the most comprehensive, the student, the administrator and the parent surveys reflect a set of practical and important supportive behaviors and, indirectly at least, encourage the inclusion of those potentially influential groups in the overall school improvement process.

Rigorous self-examination is seldom either a pleasant or a simple process. Yet, the encouragement of such behavior on a regular basis by those directly influencing classroom instruction appears to be a crucial ingredient for continuing school improvement.

2. Specifying the Purpose

A second decision was that the self-appraisal instruments were to be descriptive rather than prescriptive or evaluative. With the teacher form, for example, the intent was that, whether the instrument was to be used by the teacher alone, by the teacher as part of a group at a grade level or school, or by the teacher in conjunction with the supervisory efforts of a department chairperson, principal, or curriculum coordinator, it was to <u>describe</u> classroom practices and policies not dictate them. It was to provide an information base for teachers from which they could make intelligent decisions about the nature of their classroom instruction. In that sense, the responses in themselves do not direct change. Rather, the motive for change must come when teachers decide that the existing pattern of instruction is either internally inconsistent or is inconsistent with what they perceive to be the appropriate priorities or values for that class or school. A basic "GIVEN" is that those priorities or values will differ from class to class, teacher to teacher,

school to school, and district to district. Thus, the assessment surveys provide a base of information from which decisions can be made at the individual class, school, and/or district level.

3. Relationship to PCRP

A third key decision was to coordinate the self-appraisal process at least conceptually with the existing framework of the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP). Although the new self-appraisal instruments are not in any way direct assessments of PCRP or restricted to teachers implementing PCRP, the idea of the four critical experiences (Respond to Literature, Composing: Oral and Written, Sustained Silent Reading, and Developing Language Proficiency) provided the organizing base for the new self-appraisal instruments.

4. Focus of Instruments

A fourth decision was to strive to make the instruments comprehensive rather than cursory. One ramification of that decision was the realization that a single general instrument was out of the question. There was simply no way to elicit a detailed description of instructional policies and practices in each of the four broad PCRP-related areas across grade levels through a single instrument without having that instrument absurdly long. As a result, it was decided to develop five separate assessment surveys, one each for Responding to Literature: Written Composing: Oral Composing; Developing Language Proficiency; and Sustained Silent Reading. Separate forms for elementary teachers and secondary teachers were not developed because, quite surprisingly, there was no sound empirical base upon which to determine that certain kinds of practices and policies would be restricted to one level or the other. Thus, the resulting detailed teacher forms for each area, while still lengthy, are available for use by elementary and secondary teachers of communication skills. Moreover, if there is the opportunity for researchers to compare response patterns from teachers across grade levels, and/or across schools, we may finally begin to get a much greater understanding of the overall patterns of communications skills experiences for children as they move through our schools. That is, we may be able to extend our current understanding based largely on inference from curriculum guides, textbook use, and informal teacher comment with more concrete details about instructional decision-making and in-class behaviors.

5. Straight Forward Language

As work on the various PCRP Assessment Surveys progressed, a number of operational decisions were made about format and approach. Foremost, I believe, was the decision to make every effort to be jargon-free. This was no trivial matter nor has it been particularly easy to accomplish. To a certain extent, every profession has a technical vocabulary relatively unique and special to that profession. Competent individuals in that profession are expected to know, understand, and use that vocabulary. The problem is determining what indeed is part of the on-going professional vocabulary and what is

professional-like jargon. In any case, efforts were made to keep the language in the surveys specific and straightforward with a full awareness that lack of conciseness was a possible companion.

6. The Two Layers of Specificity

Although earlier self-appraisal efforts had asked teachers to respond about their general classroom practices, the decision made with the PCRP Assessment Surveys was to have each teacher respond in terms of a specific teaching assignment. At the beginning of each survey, the teacher is asked to specify a typical recent grade level assignment and to identify what general type of student grouping procedure (e.g., academic, vocational, heterogeneous, etc.) characterized that assignment. All subsequent responses on the survey are then in terms of his/her practices and policies in the kind of class identified. Thus, there are two separate layers of specificity:

- Responses are focused on behaviors specific to clearly identified aspects of the overall communication skill program (i.e., Responding to Literature, Written Composing, etc.).

- Responses are focused on a teacher's practices and policies within a single kind of class situation.

Each of the detailed teacher forms is subdivided into sections related to what appear to be distinct components of instruction in that area. In PCRP Survey I: Practices and Policies in Responding to Literature, for example, there are ten main sections:

I. Background Information
II. Types of Inclusion
III. Purposes for Literature Study
IV. Selecting Literature for Study
V. Pre-reading and Pre-viewing Practices
VI. Encountering the Literature
VII. Responding to Literature
VIII. The Response Environment
IX. Evaluating Students' Knowledge About and Understanding of Literature
X. Supporting the Response to Literature Program

Completing all ten sections of the survey takes approximately 25-30 minutes. While it seems sensible to complete an entire survey at one time, completing individual sections permits a teacher to focus on special sections at different times during the year. For example, an 8th grade teacher especially concerned about using a variety of prereading activities might complete Section V of PCRP Survey I after each unit of instruction in each class as a means for monitoring both the variety and the frequency of these kinds of activities while another teacher working with 5th grade students might focus attention on the range of students' opportunities to respond to literature and use Section VII of the survey as a weekly check or guide. Once again, there is no one way for teachers to use the Assessment Surveys. The main thing is that they are available for teachers to use constructively as part of a systematic self-improvement process.

In contrast to most self-appraisal surveys, the PCRP Assessment Surveys also include an organizational structure within each section as well as within each survey. In PCRP Assessment Survey II: Practices and Policies in Written Composing, for example, Section V: Prewriting Activities including 18 separate items reflecting five major clusters of prewriting activities: (1) Verbal Interactive Strategies such as leading a discussion with students about a topic and leading a "brainstorming" session about a range of writing topics; (2) Model and Form Strategies such as presenting students with professional examples or using other students' work as models; (3) Self-generated Notes Strategies such as using sustained writing or journal writing activities; (4) Direct Experience Strategies such as taking students on guided field trips or using dramatic enactment situations; and (5) Mediated Experience Strategies such as using films or movies about a topic or relying on students' extensive reading. It is important to note here that the range of items in each section does not mean that every teacher should be using every kind of activity or procedure. Rather, the array of items provides a perspective from which the teacher can decide whether the pattern of practices and policies in that area is reasonable for the kind of class identified and whether that pattern is consistent with perceived school and district goals and priorities.

7. Defining Response

Finally, it was decided that the common practice of having individuals respond to items with simple yes/no indications was insufficient. It does seem to matter whether a practice or policy is done once or twice a year or done regularly. As a result, individuals are asked to respond to most of the items in terms of the frequency with which they do that kind of behavior in the kind of class identified. Specifically, teachers are directed to respond to items as follows:

0 = Never	- means that this is not something done in the type of class identified
1 = Infrequently	- means that the behavior is done no more than 3 or 4 times a year
2 = Sometimes	- means that the behavior is done at least 5 or 6 times a year but not as a regular practice
3 = Regularly	- means that the behavior is done throughout the year as a regular practice

The student, the administrator and the parent forms include a similar response format. Once again, this kind of response format in itself makes no judgment about whether an indicated frequency is or is not "good." That kind of judgment must be made by the individual according to perceived priorities, values, and goals set at the local level.

8. Final Thoughts

I have attempted here to describe some of the background leading up to the development of the PCRP Assessment Surveys and some of the main features of the surveys themselves. In particular, responses from teachers completing initial drafts of the detailed teacher surveys have been very encouraging.

Not only does it appear that completing the survey nurtures self-examination, but it also seems that the surveys provide for teachers very detailed catalogues of an extensive range of teaching activities organized into clear and understandable categories. In a very real sense, each survey is a framework for helping teachers understand how parts of various strategies and approaches interrelate and a basis for helping them integrate new ideas and techniques into a coherent instructional pattern.

II. ADMINISTERING THE TEACHER SURVEYS

The Teacher Surveys in each of the five domains of PCRP are lengthy; each takes between 25 and 30 minutes to complete.

An in-person administration to a group of teachers is preferable to an independent or self-administered use of a survey because: (1) questions about the meaning of particular items can be dealt with immediately, and (2) teachers can be reminded at several times to keep a single class in mind when they respond to items. This latter point is extremely important since it is the focused context that makes this kind of survey process meaningful and reasonably accurate. This does not preclude individual or self-administration nor is it intended to minimize the value of completing a survey for the individual. It is simply to indicate that group administration is more efficient, especially when there is interest in group, school, or district patterns of instruction.

When dealing with questions about individual items, it is useful to clarify what a term or a procedure means generally, including the use of an example or illustration. However, extended definitions or examples or biased explanations (i.e., explanations which clearly reveal that the person administering the survey either approves of or disapproves of the activity) should be avoided.

It is helpful to remind teachers while they are completing Sections 1 and 2 that they should focus on their practices in a single class-section during the year and that they should not be concerned that their "estimates" of time allocation will not be exact. The recording of a reactive impression about time seems to yield rather accurate estimates. In general, it is helpful to have the teachers respond quickly to items throughout the survey rather than spend time pondering how many times exactly they used an activity during the year. The focused nature of the domains, the focus on activities within a particular class section, and the emphasis on rapid response contribute to an accurate self-report system.

A frequently asked question from teachers taking the survey deals with multi-purpose activities -- i.e., what do I do when I have my students doing oral projects in literature study -- is that oral composing or response to literature time? or When I use literature to stimulate writing, do I count that as literature study time or writing instruction time? If activities involve effort in more than one domain, it is perfectly reasonable to tabulate that effort in each domain. As a result, it is possible to have the estimate of time devoted to different domains of instruction in English/language arts exceed 100 percent for the sum of the five PCRP domains. In a very real sense, the presence of multi-purpose activities is a good indicator of the teacher's sensitivity to and skills in the integrating of learning activities within the curriculum.

WRITING TEACHER

III. ASSESSMENT SURVEY II: TEACHER RESPONSE FORM
Written Composing

BACKGROUND INFORMATION

1.01 Name _____

1.02 Number of Years Teaching Experience _____

1.03 Highest Degree Attained _____

1.04 If you teach Language Arts or English to students at more than one grade level, please select only one as the basis for your responses on this survey.
Grade Level _____.
For all remaining questions, answer in terms of a "specific" class at the grade level you have identified.

1.05 Type of Class:
_____ Academic (also, high, advanced, college preparatory, etc.)

_____ Low Ability (also, slow, remedial, non-college prepartory, etc.)

_____ Vocational (also, business, technical, etc.)

_____ Heterogeneous (also, mixed ability, regular, general, random, etc.)

1.06 For the type of class you have identified, what is the average length of a class period in Language Arts/English? (NOTE: If you also teach reading, DO NOT include time set aside formally for Beginning, Developmental, or Remedial Reading instruction.) _____ minutes per day

1.07 About how much time does your class spend in class work that involves writing or that is related to writing (do not consider worksheet or workbook activity that does not have students writing in sentences, paragraphs, or essays)? (check one)

_____ less than 1 hour per week
_____ about 1 hour per week (about 10-15 minutes per day)
_____ about 1 and 1/2 hours per week (about 15-20 minutes per day)
_____ about 2 hours per week
_____ more than 2 hours per week

FREQUENCY OF WRITTEN COMPOSING ASSIGNMENTS

Please estimate how many different writing assignments you include each year as part of your written composing program for the type of class you have identified.

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Expected Length of Student Writing	Approximate Number of Assignments per Student						
	0	1-5	6-10	11-20	21-30	31-50	over 50
less than 50 words							
50-100 words							
100-200 words							
200-300 words							
300-500 words							
more than 500 words							

DIRECTIONS FOR COMPLETING THE REMAINDER OF THE SURVEY

You will be asked to respond to a number of statements relating to many different aspects of practices and policies within your written composing program. Please use the following key in making your responses;

0 = Never -- means that this is not something that you do in the type of class identified.

1 = Infrequently -- means that while this is something you may do during the year, you do not do it very frequently (three or four times a year or less), at least in the type of class you have identified.

2 = Sometimes -- means that this is something you may do at least five or six times during the year but not on any regular or consistent basis in the type of class you have identified.

3 = Regularly -- means that this is something that you do as a regular or consistent part of your teaching in the type of class you have identified.

PLEASE PLACE THE LETTER INDICATING YOUR RESPONSE IN THE SPACE TO THE LEFT OF EACH STATEMENT.

III. To what extent does each of the purposes below play a part in the written composing program for the type of class you have identified.

(0 = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

In carrying out my written composing program, I select and arrange activities in order to.

_____ 11. develop students' abilities to use various rhetorical patterns, e.g., linear sequence, temporal sequence, comparison-contrast, statement-example, etc.

_____ 12. develop students' critical thinking and problem solving abilities.

_____ 13. develop students' personal aesthetic and creative abilities.

____ 14. develop students' knowledge of a variety of rhetorical styles and modes.

____ 15. develop students' abilities to use aspects of mechanics, usage, and grammar.

____ 16. develop students' understanding of how various rhetorical and literary forms work.

____ 17. develop students' organizational and logical reasoning abilities.

____ 18. develop students' abilities to understand the feelings, ideas and attitudes of individuals different from themselves.

____ 19. develop students' understanding of stylistic devices used in various rhetorical patterns and literary forms.

____ 20. develop students' understanding of their own ideas, feelings, and attitudes.

____ 21. develop students' self-confidence and personal assurance in carrying out composing tasks.

____ 22. develop students' abilities to pass tests, do correspondence, and otherwise manage the composing tasks expected of literate adults.

IV. To what extend do you use the following prewriting activities as part of your instruction? (0 = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

As part of the written composing program, I:

____ 23. hold general class discussions about topics that students could write on.

____ 24. lead class discussion of the content to be dealt with in assigned writing topic.

____ 25. lead "brainstorming sessions" on the identified topics for writing.

____ 26. have students meet in small groups to discuss ways of developing assigned topics for writing.

____ 27. present to students examples or models from professional writers and/or other published sources.

____ 28. present to students examples or models from my own writing or from the writing of other students.

____ 29. give students explanatory sheets providing specific guidelines for completing the assignment.

_____ 30. give students a content outline which they are to use in completing the assignment.

_____ 31. have students keep personal journals or logs from which they can draw on for their writing.

_____ 32. have students compile individual sensory detail, reaction or impression lists for use in their writing.

_____ 33. have students take notes or make content outlines before writing.

_____ 34. have students participate in various types of "enacting" experiences (e.g., creative dramatics, improvisation, role playing, etc.) to stimulate or clarify ideas for writing.

_____ 35. have students examine or consider "real objects" related to the identified topic(s) for writing.

_____ 36. take students on field trips to stimulate or clarify ideas for writing.

_____ 37. bring in outside speakers or guests to help stimulate or clarify students' ideas for writing.

_____ 38. have students listen to radio programs or watch television programs at home to get ideas for writing.

_____ 39. use films, pictures, or recordings in class to stimulate or clarify students' ideas for writing.

_____ 40. encourage extensive reading both in school and at home as a basis for stimulating or clarifying ideas for writing.

V. To what extent do you have students involved in the following kinds of writing tasks? (0 = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

As part of the written composing program, I have students:

_____ 41. write in a personal journal or log on topics, issues, or experiences of their own choosing.

_____ 42. try to express their ideas and feelings by writing personal letters to close friends.

_____ 43. write eyewitness accounts based on their own personal observations.

_____ 44. write narratives about personal events or experiences.

_____ 45. write describing persons, places, or things from their own experiences.

____ 46. write explaining their own opinions or conclusions about events or issues.

____ 47. write comparing or contrasting events, ideas, opinions, etc.

____ 48. write trying to describe, narrate, or explain events, ideas, opinions, etc., as individuals other than themselves.

____ 49. write trying to persuade readers to accept their points of view.

____ 50. write "persuasive" essays from points of view other than their own.

____ 51. write paragraphs or essays (i.e., describing, narrating, or explaining) to show that they have mastered content studied in class.

____ 52. write paragraphs or essays (i.e., describing, narrating, or explaining) to show that they have mastered content studied outside of class.

____ 53. write business or consumer letters requesting information or expressing opinions.

____ 54. write research papers related to content being studied in class.

____ 55. write research papers on issues or topics of current interest.

____ 56. write reports related to their personal reading or study.

____ 57. write giving directions or giving instructions describing how to get somewhere or how to do something.

____ 58. write short stories and/or fictional narratives.

____ 59. write short plays and/or original scripts for activities such as readers' theatre or chamber theatre.

____ 60. write poetry.

____ 61. write fictional autobiographies or biographies.

____ 62. practice constructing paragraphs and/or essays according to a specified pattern (e.g., topic sentence plus examples, topic sentence plus details in sequence, etc.).

____ 63. practice using specific types of stylistic devices (e.g., varying sentence structures, varying sentence lengths, using sensory detail, etc.).

VI. To what extent do you have students write for different audiences?
(0 = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

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As part of the written composing program, I have students:

_____ 64. write for themselves (i.e., for their own enjoyment or to clarify their own ideas).

_____ 65. write to very close personal friends.

_____ 66. write for me the teacher as the formal evaluator of their work.

_____ 67 write for me the teacher because I guide or coach them in developing their writing skills.

_____ 68. write for the enjoyment or benefit of other students in their class.

_____ 69. write for the enjoyment or benefit of other students in their school or district.

_____ 70. write for members of their family or neighborhood.

_____ 71. write for adult members of their community including other teachers or administrators in the school district.

_____ 72. write for members of a general public.

VII. The statements in this section relate to the context in which written composing takes place in your classroom. To what extent are these incorporated as part of the written composing program for the kind of class you have identified? (0 = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

In my written composing program, I:

_____ 73. identify topics for school-based (i.e., guided structured writing) assignments from content we are studying at the time.

_____ 74. identify topics for school-based assignments from students' personal experiences or from students' suggestions.

_____ 75. identify topics for school-based assignments from lists identified in the curriculum guide, in the class text, or in professional journals.

_____ 76. identify topics for school-based assignments from issues or events of current interest and popularity.

_____ 77. make avialable a variety of stimuli for students' use during independent topic writing (i.e., free writing or personal writing) periods.

_____ 78. have all students write on the same or on a similar topic.

_____ 79. give a variety of topics from which my students may choose.

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____ 80. have students choose whatever topic they want to write on.

____ 81. set aside time for my students to write in class on independent topics.

____ 82. have my students write in class on school-based assignments.

____ 83. have my students write outside of class on school-based assignments.

____ 84. have my students write outside of school on independent topics.

____ 85. have my students work together in pairs or in small groups on "group" writing efforts.

____ 86. specify both audience and purpose for school-based writing assignments.

____ 87. identify in school-based assignments the specific features or "traits" that students are to include in their writing.

____ 88. specify in school-based assignments the criteria that will be used in evaluating the writing.

____ 89. make directions for school-based assignments brief and general.

____ 90. complete school-based assignments myself before giving them to students.

____ 91. move around the classroom monitoring student behavior during writing periods.

____ 92. move around the classroom offering assistance to students while they are writing.

____ 93. write along with students during independent topic writing periods.

____ 94. read, correct, and otherwise evaluate the first draft before each student revises it.

____ 95. have students revise and edit their own drafts according to specified revision guidelines.

____ 96. have students revise and edit their own drafts in conjunction with "student editing committees" or some other form of student conferencing.

____ 97. hold personal conferences with individual students about their "working" drafts.

____ 98. require students to submit initial drafts along with their finished work.

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VIII. To what extent are the following evaluation practices emphasized in your classes? (0 = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

After students have written, I:

_____ 99. put comments at the end of a student's paper expressing my reactions to the content and style.

_____ 100. make marginal comments that refer to a specific word, phase, sentence, idea, etc.

_____ 101. rewrite parts of students' papers showing them how they might have expressed themselves more effectively.

_____ 102. focus my comments on identifying what the student has done well.

_____ 103. focus my comments on identifying errors or problems in the student's writing.

_____ 104. try to balance positive and negative comments on each student's writing.

_____ 105. mark mechanical, usage, grammatical, and/or spelling errors.

_____ 106. assign grades on all school-based assignments.

_____ 107. grade on content only.

_____ 108. grade on form only.

_____ 109. assign a single grade for content and form together.

_____ 110. assign separate grades for content and form.

_____ 111. have students assign grades to their school-based writing.

_____ 112. grade students' independent topic writing based upon the amount of writing completed.

_____ 113. grade students' independent topic writing based upon content and form.

_____ 114. hold individual teacher/student conferences about the student's writing.

_____ 115. evaluate students based on criteria I have established.

_____ 116. evaluate students on the basis of criteria they have established.

_____ 117. evaluate students on the basis of criteria arrived at jointly between the students and me.

_____ 118. evaluate all students on the same criteria.

_____ 119. have students keep a cummulative folder containing their school-based writing.

_____ 120. maintain an error analysis profile for each student based upon their school-based writing work.

IX. To what extent do you use any of the following "publication" practices as part of the written composing program in the kind of class you have identified? (0 = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

_____ 121. read students' papers to the class for general discussion.

_____ 122. duplicate or use an overhead or opaque projector to display students' writing for whole class or small group discussion.

_____ 123. place students' writing on display in the classroom.

_____ 124. publish anthologies of student writing.

_____ 125. encourage submission of students' writing for publication in the school newspaper or newsletter.

_____ 126. encourage submission of students' work to writing contests and to regional or national magazines.

_____ 127. have students prepare collections especially directed at older or younger audiences.

_____ 128. have students prepare oral presentations (e.g., through choral readings, reader's theatre, dramatized enactments, etc.) based on their original work.

X. Teacher Support for the Written Composing Program

To what extent do you participate in any of the following support activities for the written composing program?
(N = Never, 1 = Infrequently, 2 = Sometimes, 3 = Regularly)

_____ 129. I share with my students some of my own writing.

_____ 130. I seek out ways of integrating the written composing program with other aspects in my curriculum and with other programs in the school.

_____ 131. I attend teacher development opportunities (e.g., within district, through college courses, at professional meetings, etc.) dealing with written composing processes or instruction.

_____ 132. I inform school and district administrators about classroom needs related to the written composing program.

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____ 133. I inform parents about the writing assignments I assign to their children.

____ 134. I encourage parents to write themselves and to share their writing with their children.

____ 135. I encourage parents to talk with their children about in-school writing assignments as well as their children's independent writing.

____ 136. I inform students and/or parents about the written composing needs in different occupational fields.

____ 137. I inform parents about presentations and/or appearances at school and/or community functions of authors or others prominent in the field of written composing.

IV ASSESSMENT SURVEY II: FOR THE TEACHER RESPONSE FORM
The Tabulation Guide Outline

Each of the PCRP Assessment Survey for the Teachers is intended to represent a comprehensive listing of behaviors in a particular domain of the Reading and Communication Arts Curriculum. In the examination of the vast array of potential teacher activities, it was evident that, in a number of instances, individual behaviors were closely related in form and function. The framework of those forms and functions, then, was useful in organizing the presentation of items in the individual surveys and provides a coherent base for making sense of the data available from these surveys.

Each of the Tabulation Guides identifies major Sections of each Survey. Section 1 in all cases includes items which ask for general background information. Other Sections in the surveys then focus on the broad but important dimensions of instruction in the survey domains. Within Sections, items are clustered into Factors according to the extent to which they have functional similarity or contribute to illuminating a single classroom feature. Although the labels for Factors are quite arbitrary, they are intended to describe the essential functions of features of the two or more behaviors included within them. For example, Factor 5 in the Responding to Literature Survey has the label, Transmit Cultural Tradition. There are many who see the transmitting of a cultural tradition as one of the major reasons for including literature in the school curriculum. Items 3, 9, 13, and 16 in the Responding to Literature Survey are purpose statements reflecting that particular kind of orientation to literature study. The teacher's responses on items 3, 9, 13, and 16, therefore, can be clustered together and identified as a general indicator of that teacher's commitment to the "transmitting of a cultural tradition" as a central purpose for literature study in his/her class.

The Tabulation Guide Outline is presented here only to assist individuals or groups in extended their self-reflection on their teaching practices and policies in particular domains within the Reading and Communication Arts Curriculum. The analysis of responses by Factors or Sections according to the Outline is not mandatory but can help to highlight patterns of decision-making and practice within a single class, by teachers at a particular grade level, by teachers in a particular school, or by teachers throughout a district. Further details about carrying out these kinds of analyses are provided in the section, "Tabulating Individual and Group Data."

Section I. Background Information

Factor 1. Teacher Background (items 1.01-1.03)
Factor 2. Class Identification (items 1.04-1.05)
Factor 3. Allocated Instruction Time (items 1.06-1.07)

Section II. Amount of Writing

Factor 4 - Number of Assignments x Length of Assignment

Section III. Goals for Composing Instruction

Factor 5 - Intrinsic/Composing Specific Goals (items 11, 14, 16, 19)
Factor 6 - Personal/Social Benefit Goals (items 13, 18, 20, 21)
Factor 7 - Cognitive/Practical Skills Goals (items 12, 15, 17, 22)

Section IV. Prewriting Activities

Factor 8 - Verbal Interactive Strategies (items 23-26)
Factor 9 - Models and Norms (items 27-30)
Factor 10 - Self-Generated Notes (items 31-33)
Factor 11 - Direct Experience (items 34-36)
Factor 12 - Indirect or "Mediated" Experience (items 37-40)

Section V. Writing Tasks

Factor 13 - Expressive Tasks (items 41-42)
Factor 14 - Basic Information Tasks (items 43-47)
Factor 15 - Persuasion-Related Tasks (items 48-50)
Factor 16 - Content Mastery Tasks (items 51-52)
Factor 17 - Practical Skills Tasks (items 53-57)
Factor 18 - Creative Tasks (items 58-61)
Factor 19 - Practice Exercises (items 62-63)

Section VI. Audience

Factor 20 - Self or Close Personal (items 64-65)
Factor 21 - Teacher (items 66-67)
Factor 22 - Peers (items 68-69)
Factor 23 - Known Public (items 70-71)
Factor 24 - General Public (item 72)

Section VII. Context

Factor 25 - Topic Selection (items 73-77)
Factor 26 - Topic Variation (items 78-80)
Factor 27 - Focus for Writing (items 81-85)
Factor 28 - Structuring Assignments (items 86-90)
Factor 29 - Production Time Behaviors (items 91-93)
Factor 30 - Revising/Editing Strategies (items 94-98)

Section VIII. Evaluation

Factor 31 - Written Response Behaviors (items 99-105)
Factor 32 - Evaluation Policies (items 106-114)
Factor 33 - Applying Criteria (items 115-118)
Factor 34 - Student Follow-Up (items 119-120)

Section IX. Publication/Display Practices

Factor 35 - In-Class Directed (items 121-123
Factor 36 - Out-of-Class Directed (items 124-128)

Section X. Support Activities

Factor 37 - Extending the Self (items 129-130)
Factor 38 - Professional Behavior (items 131-132)
Factor 39 - Assisting Parents (items 133-137)

V. TABULATING RESPONSES FROM THE TEACHER SURVEY

1. Tabulating Responses on an Individual Survey

Tabulating responses on one of the surveys may be very helpful for the individual teacher. Each of the surveys is rather lengthy and detailed. The tabulation Guides are especially helpful in directing the teacher's attention to patterns in his/her responses on the survey. Key to the tabulation of responses are the Tabulation Guide Outlines described in the preceding part of this manual.

A. Using the Tabulation Guide for a Single Survey

Step 1. Using the appropriate Tabulation Guide Outline, record the numerical responses (i.e., 0, 1, 2, or 3) for each item within each Factor.

Step 2. Obtain the Sum for the numerical values for responses on each item in a Factor.

Step 3. Divide that sum by the number of items in that Factor. The resulting score (or Mean) should be between 0.0 and 3.0.

B. Sample Calculation for One Factor

In order to get a general picture of his/her responses on the Responding to Literature Survey, a 10th grade teacher decided to tabulate his/her responses. For Factor 5, Transmit Cultural Tradition, the teacher proceeded as follows:

Step 1.

Items in Factor 5	Response
3	2
9	1
13	2
16	1

Step 2. 2 + 1 + 2 + 1 = 6

Step 3. 6 divided by 4 = 1.5, the Mean for Factor 5. (See Part III. for further details.)

II. Tabulating Group Responses on a Teacher Survey

Although each Assessment Survey serves a very important self-analysis function for the individual teacher, each of the surveys also may be used to obtain a general profile for a specific group as well -- e.g., the literature instruction practices of all 11th grade college preparatory teachers, or the written composing instruction practices of all 4th and

5th grade teachers, or the supportive behavior for the oral composing component by parents of 7th graders, etc. That will be a meaningful "group" must be determined at the local school level.

A. Tabulating Responses in Section 1

The items in Section 1 of the Teacher Survey relate to background or contextual aspects of the group under consideration. The most calculation in a simple average for the group on the one or more items which are of interest.

B. Tabulating Responses in Section 2

The items in Section 2 of the Teacher Survey provide information on how time is spent (or general content choices) within the domain of the survey. Tallying the number of responses in each box or cell of the charts will yield a frequency distribution for the group of teachers. That distribution reflects the pattern(s) of responses by the group(s) of teachers.

C. Tabulating Responses for Section 3 Through Section 10

Items in Section 3 through Section 10 on each Survey may be examined separately or in clustered groups called Factors. As explained in the introduction to the Tabulation Guide Outlines, a Factor is a label placed upon a group of items that are closely related in form or function. For example, on the Written Composing Survey, Factor 3 is called Verbal Interactive Strategies because each of the four items included within it (items 23, 24, 25, and 26) represent classroom behaviors in which some kind of verbal interchange between teacher and students or among students is carried out as a prewritting strategy.

D. Calculating Group Means for Individual Items

Step 1. Record the numerical response for each person in the group. Recall that each person has placed a 0, 1, 2, or 3 in the space to the left of each item listed. If no response is listed on an individual survey, record a 0 for that person on that item.

Step 2. Add the numerical response values for the group.

Step 3. Divide that sum by the number of individuals in the group. The resulting Mean score should fall between 0.0 and 3.0.

E. Sample Calculation for Group Mean on an Individual Item

Let us assume that we want to see how all junior high school teachers as a group respond to items on the Written Composing Survey. There are 10 junior high teachers. On item 23, the extent to which they led class discussions on topics before having students write on the topics, they responded as follows:

Step 1.

Teacher	Responses on item 23
1	1
2	1
3	2
4	2
5	3
6	2
7	2
8	3
9	1
10	1

Step 2. 1+1+2+2+3+2+2+3+1+1 = 18

Step 3. 18 divided by 10 = 1.8, the Mean Response of this group on item 23. (See Part III. for further details.)

F. Calculating Group Means for Factors

Recall that a Factor is a cluster of individual items that are related in form or function. The group Means for Factors then can provide more direct insight into the groups' practices in a broad but clearly defined aspect of instruction. To calculate the group mean for a Factor, first complete the calculations for the group on individual items, then proceed as follows:

Step 1. Record the calculated group means for each of the items in the Factor.

Step 2. Add these mean scores together.

Step 3. Divide the sum by the number of items in the Factor. The resulting Mean score should fall between 0.0 and 3.0.

G. Sample Calculation for Group Mean on a Factor

Let us assume that, using the context described in E., we wanted to see how these 10 junior high teachers responded on the four specific types of behavior that are part of Factor 8. We should proceed as follows:

Step 1.

Items in Factor 8	Calculated Group Mean
#23	1.80
#24	1.30
#25	1.45
#26	1.45

Step 2. 1.80+1.30+1.45+1.45 = 6.00

Step 3. 6.00 divided by 4 = 1.50, the Group Mean for Factor 8. (See Part III. for further details.)

III. Interpreting Tabulated Data

The Mean scores for Factors of individual surveys, for individual items for groups of teachers, or for Factors for groups of teachers should not be interpreted too literally. These calculations are most useful as indicators of the general frequency of a particular behavior or type of behavior. In general, means of 2.5 - 3.0 reflect a very high degree of use; mean scores between 1.75 - 2.5 reflect a moderate degree of use; mean scores between 1.0 - 1.75 reflect a low degree of use; and mean scores below 1.0 reflect an extremely low degree of use. Remember too that it is operationally impossible for each teacher to be doing everything in any one class on a regular basis. Also, what may be a "good" profile can vary dramatically from class to class, can be quite different at different grade levels and in all likelihood will reflect marked differences among schools or school districts. The major issue is determining the extent to which the observed profile is <u>appropriate in its own context</u> and that determination must be made at the local level.

VI. ADMINISTERING THE STUDENT SURVEYS

The student surveys for each of the five domains in the Survey Package are intended for use during class time or as part of large group assessment. Although the student forms are considerably shorter than the teacher forms, it would still be unwise to plan to use more than one or perhaps two surveys at any one sitting. In general, administration time ranges from about 5 minutes per survey for older students who are capable readers to 15 minutes for younger students and/or less able readers.

For able readers, a survey can be presented to the group with little difficulty. To allay any potential anxiety about the purposes of the assessment, it is helpful to explain the focus for the survey right at the outset -- i.e., to highlight that the outcome is a description of that particular aspect of their curriculum and not an evaluation of their teacher. The results tell what was going on in the class and not how well the teacher was carrying out those activities. Since the curriculum includes both the substance studied and the learning activities used as part of that study (i.e., both content and process), the results of the assessment help their teachers and other teachers in their school examine the actual rather than the theoretical curriculum in their school and guide those teachers in making decisions about curriculum change. The students taking the survey should also be reminded that this kind of description is meaningful only if each person completing the survey does so honestly.

If students raise questions about the meaning of particular items or words, an effort should be made to answer the questions simply but without bias. That is, in answering a question, the person administering the survey should avoid any indication of preference or non-preference, approval or disapproval. Also, students should be reminded that there will be many items on a survey reflecting class activities that they have not done that year. It is not likely that any one teacher in any one class would use all of the activities listed.

For younger students and/or less able readers, it may be beneficial for the person administering a survey to read aloud each of the items. In general, with this assist, children, even as young as 2nd graders, seem to be able to use the 0, 1, 2, 3 frequency key with little difficulty. As with older students, it is also helpful to inform younger students about the general purposes for the survey, to let them know that they can ask questions, and to assure them that there will be some activities listed that they have not done or can't recall doing during the year or even before. Also, they too should be reminded that they should answer in terms of what they recall doing not whether they liked or disliked the activity.

WRITING STUDENT

VII. PCRP ASSESSMENT SURVEY II: STUDENT RESPONSE FORM
Written Composing

I. Background Information

a. Teacher's Name _____

b. Grade _____ Class Period _____

c. School _____

d. About how much time does your class spend in class work that involves writing or that is related to your writing (do not consider worksheet or workbook activity that does not have you writing in sentences, paragraphs, or essays)? (check one)

_____ less than 1 hour per week
_____ about 1 hour per week (about 10-15 min. per day)
_____ about 1 and 1/2 hours per week (about 15-20 minutes per day)
_____ about 2 hours per week
_____ more than 2 hours per week

e. How much writing do you do as part of course work in Language Arts/English? On the checklist below, look at the left side and you will see a list of assignment lengths. For each assignment length, place an X in the box to the right that best describes how many times you are expected to write that much either in school or at home as part of your work in Language Arts/English.

APPROXIMATE NUMBER OF ASSIGNMENTS PER YEAR

Assignment Length	0	1-5	6-10	11-20	21-30	31-50	over 50
one or two sentences							
at least a paragraph							
two or three paragraphs (at least a page)							
essays (one to two pages)							
papers (longer than two pages)							

II. Purposes for Writing Instruction

Teachers can have many different reasons for wanting you to learn about good writing and for trying to help you be a better writer. For each statement below, indicate how much you think that reason was "emphasized" by your teacher.
(0 = Not at all; 1 = Not very much; 2 = Sometimes; 3 = Very Much)

_____ 1. My teacher wanted me to better understand my own feelings and attitudes.
_____ 2. My teacher wanted me to know some of the ways that good paragraphs and essays are organized.
_____ 3. My teacher wanted me to develop my confidence as a writer.
_____ 4. My teacher wanted me to develop my abilities to pass tests.
_____ 5. My teacher wanted me to improve my abilities to use correct punctation, capitalization, and grammar in my writing.
_____ 6. My teacher wanted me to learn how to use good writing styles.

III. Classroom Practices.

Teachers can have you do many things as part of the way they work with your writing skills. We have listed a number of things below. Indicate how often your teacher used each activity in your class during the year.

0 = Never
1 = Not Oftern, maybe two or three times during the year
2 = Sometimes, at least five or six times during the year
3 = Very Often or Regularly during the year

A. Before We Were Asked To Do Our Writing:

_____ 7. the teacher would lead a class discussion on the content or topic.
_____ 8. we would meet in small groups to discuss the content or topic.
_____ 9. the teacher would show us examples from professional writers.
_____ 10. the teacher would show his/her own examples or examples from other students.
_____ 11. we had to make an outline for what we were going to write.
_____ 12. the teacher would have us write brief notes or impressions related to the topic.
_____ 13. the teacher would take us on field trips to give us ideas for writing.
_____ 14. the teacher would have us do dramatic activities on the topic.
_____ 15. the teacher would show us films, play records, or put up pictures to give us ideas for our writing.
_____ 16. the teacher would have guest speakers to talk about our topic.

B. Among the Different Kinds of Writing We Did, our teacher would:

_____ 17. have us do personal writing in journals or log books.
_____ 18. have us write letters to our friends.
_____ 19. have us write about personal experiences or events.
_____ 20. have us explain our ideas or opinions.
_____ 21. have us write essays that try to persuade.
_____ 22. have us write to show that we had learned what we were supposed to have learned.
_____ 23. have us write business letters or job-related letters.
_____ 24. have us write research papers or reports.
_____ 25. have us write stories or plays.

_____ 26. have us write poetry.
_____ 27. have us practice using a particular form or style.

C. In Our Writing Assignments, we were writing:

_____ 28. for ourselves (i.e., in a personal journal, as a self_reflection).
_____ 29. for or to our teacher.
_____ 30. to (or as if we were writing to) other students in our class or school.
_____ 31. to (or as if we were writing to) people that we knew (i.e., in the town or neighborhood, in our family, etc.)
_____ 32. to (or as if we were writing to) people we didn't know.

D. When We Did Our Writing, our teacher:

_____ 33. would give one topic for everyone to write on.
_____ 34. would give us several topics to choose from.
_____ 35. would let us choose to write on anything we want to.
_____ 36. would have us do our writing in class.
_____ 37. would have us do our writing outside of class.
_____ 38. would tell us ahead of time on what we would be graded.
_____ 39. would have us write rough drafts before we did our final writing.
_____ 40. would talk with us about our drafts before we revised our work.
_____ 41. would have us (alone or with others) edit our work before turning it in.
_____ 42. would write right along with us when we were writing.

E. When the Teacher Evaluated Our Writing, our teacher:

_____ 43. only put comments at the end of our writing; no grade.
_____ 44. would only comment on things that we did wrong.
_____ 45. would comment mostly on things that we did well.
_____ 46. marked our spelling, punctuation, capitalization, and grammar errors.
_____ 47. assigned grades based on what we had to say. (CONTENT)
_____ 48. assigned grades based on things like spelling, grammar, usage, and sentence structure. (FORM)
_____ 49. gave one grade for CONTENT and one grade for FORM.
_____ 50. graded all students with the same standards.
_____ 51. would hold conferences with us about our writing.
_____ 52. had us keep a file for all of our writing.

F. As A Way of Sharing Our Writing With Others, our teacher:

_____ 53. would read all or parts of our work aloud to the class.
_____ 54. would make copies of our work for other students to see.
_____ 55. would put up our work for display in or around our classroom.
_____ 56. encouraged us to send our work to the school or community newspaper or to writing contests.

VIII. ADMINISTRATING THE ADMINISTRATOR AND PARENT SURVEYS

The administrator survey and the parent survey are shortest and easiest to use. For administrators and parents, there is a one-page survey for each of the five major domains within the PCRP assessment framework. Directions on each survey are clear and straight forward and should cause neither confusion nor uncertainty. These surveys can be mailed to parents for completion at home, or they can be administratered in person either individually or in groups. It should take an individual no longer than four or five minutes to complete a survey.

If an in-person administration is being conducted, it may be helpful to remind the administrator and/or parent group to use the frequency key described in the directions to each survey, and to be aware that any one person is not likely to be doing all of the activities listed. For parents it will also be helpful to reiterate that responses should be specific to a particular child; more than one form should be completed if the parent has more than one child in the system.

WRITING
ADMINISTRATOR

IX. ASSESSMENT SURVEY II: ADMINISTRATORS FORM
Written Composing

Directions: As a school administrator, there are many things that you can do to support the written composing component in the district curriculum. Some of those activities are listed below. Please indicate your estimate of how often you do or provide each behavior listed.

0 = NEVER - means that this is not something you do or provide during the year.
1 = INFREQUENTLY - means that this may be something you do or provide perhaps once or twice during the year.
2 = SOMETIMES - means that this is something you may do or provide as many as five or six times during the year.
3 = REGULARLY - means that this is something you may do or provide frequently during the year.

_____ 1. I provide time during the school day for everyone to participate in a period of sustained personal writing.
_____ 2. I share my own writing with members of the staff and, as appropriate, with students.
_____ 3. I seek out suggestions from teachers, students, parents, and others about ways to improve the written composing program in my school.
_____ 4. I support teacher requests to attend professional development sessions dealing with aspects of written composing.
_____ 5. I arrange for teachers in all subject areas to be informed about the nature of the composing process and about constructive classroom practices in written composing appropriate for use in their classes.
_____ 6. I promote an environment which operates on the belief that everyone in the school has the responsibility to help develop students' writing abilities.
_____ 7. I support efforts to bring to the school a variety of people to talk with students about the kinds of writing expected or demanded in different occupational fields.
_____ 8. I support efforts to bring to the school different professional writers to talk or work with students about what and why they write.
_____ 9. I support teachers' efforts to use a variety of facilities to enhance students' experiences in written composing.
_____ 10. I support teacher and student efforts for the informal publishing of students' writing and the sharing of those publications throughout the school.

WRITING PARENT

X. ASSESSMENT SURVEY II: PARENT RESPONSE FORM
Written Composing

In completing this survey, please respond in terms of your activities with only one child. If you have more than one child in the school system, we would appreciate your completing separate forms for each child.

Child's first name: _____

Child's grade level: _____

Directions: There are many things that as a parent you may do to support the written composing part of our school program. We have listed some of these activities below. For the child you have identified above, please place an X in the space which best describes how often you do or provide the activities listed.

0 = NEVER - means that this is not something you do or provide during the year.
1 = INFREQUENTLY - means that this may be something you do or provide perhaps once or twice during the year.
2 = SOMETIMES - means that this is something you may do or provide as many as five or six times during the year.
3 = REGULARLY - means that this is something you may do or provide frequently during the year.

____ 1. I keep a personal journal or diary for recording my reactions to events and experiences.
____ 2. I write letters of opinion or view to local or regional newspapers and/or write essays for business, professional, and/or political reasons.
____ 3. I write letters to friends and/or relatives.
____ 4. I write stories, plays, or poems for personal enjoyment and interest.
____ 5. I keep informed about what my child is assigned to write in school.
____ 6. I read and respond to the writing my child does at home and in school.
____ 7. I encourage my child to write about his/her thoughts, feelings and reactions to current events, issues, and experiences.
____ 8. I set aside definite periods for writing for each member of the family.
____ 9. I make sure that there are resources such as dictionaries, handbooks of English, etc., available for my child to use at home.
____ 10. I take my child to available school and community presentations and appearances by authors and others prominent in the field of writing.